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**Performance Assessment**

Learning Targets:

* Fact: students will know at least one advantage and one disadvantage of performance assessment.
* Concept: students will begin to understand the concept of performance assessment as a method for tracking student achievement.
* Disposition: students will appreciate the potential for application of performance assessment in their content area.

Exemplar Synopses:

**World Language**

Bad performance assessment:

“Write these ten characters on the board in front of all of your classmates.” Although writing the words or characters may be a skill learning target, just writing characters does not equate to a performance exam. There needs to be more than one factor for a performance assessment.

Good performance assessment:

A clear task that students have already learned good skills for. Examples include skits, rehearsed dialogues and monologues, a guided conversation, writing samples, etc.

**Language Arts**

Bad Performance Assessment:

If you ask students to participate in a group discussion of the instances of Magical Realism in *Like Water for Chocolate* so that you can assess their reading and comprehension progress, a student may offer a detailed observation of something that happened in the first chapter, effectively camouflaging the fact that that’s *all* they’ve read of the book.

Good Performance Assessment:

Throughout the *LWfC*/Magical Realism unit, students have worked with a condensed and defined rubric for timed “unknown passage” IB essays; they have been provided with multiple opportunities for practice and analysis of the results to continue refining their skills. Students are then given a class period to write such an essay.

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| Advantages of PA | Disadvantages of PA |
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